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ABSTRACT

Four types of geometric configurations used in illustrating bilingual education plans are described. The first type and one of the earliest consisted of a matrix form with horizontal/vertical columns. Three instructional designs based on this figure are a full-immersion approach, a dual language transitional plan, and a third plan in which the first language is phased out as an instructional medium. A second configuration, also based on a matrix design, differs from the first in that models using it represent a process toward bilingual maintenance. A third design depicts a partial bilingual model in grades K-1, with an English full-immersion plan in grades 2-6. The 2-6 component provides for more advanced instruction in English as a second language. Another model based on the same configuration provides for a continuous expansion of bilingual education in the school system. The fourth design is a concentric circular design, which shows the inclusion of two languages, several curricular areas and suggested instructional themes. The latter plans offer ideas for teachers to use in applying both a humanistic and a cognitive approach in furthering the education of bilingual-bicultural students. (AMH)

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A COMPARATIVE AND DESCRIPTIVE REVIEW OF FOUR TYPES OF BILINGUAL EDUCATION PARADIGMS

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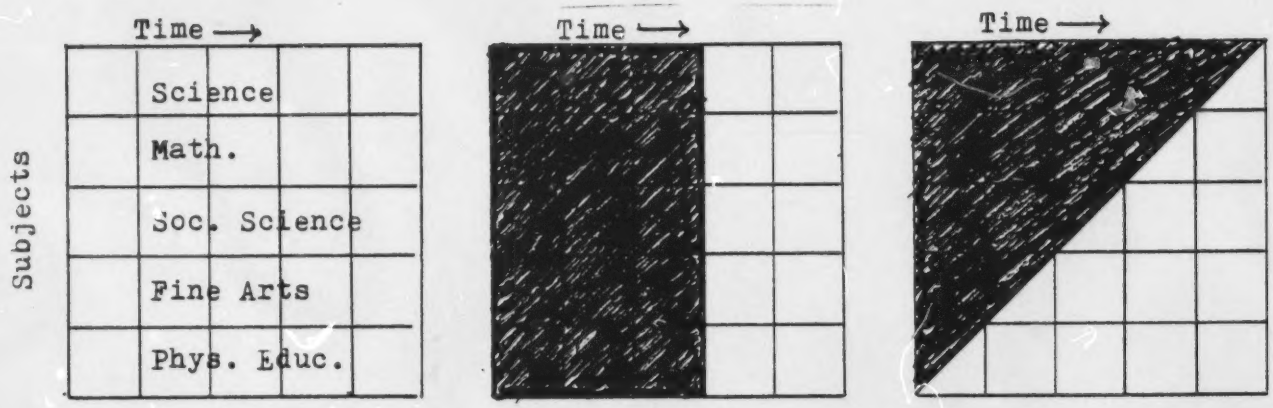
Since the 1960's several types of geometric configurations have appeared in educational literature illustrating the role of languages in furthering the education of American children with limited English proficiency. Some of the configurations were presented in matrix forms, with vertical and horizontal columns; others were drawn in rectangular-triangular dimensions; and still others were designed in circular or spiral forms. The ideas represented through the designs varied in degree of generalizability with respect to language groups, and specificity with regard to curricular and instructional approaches. This paper offers a brief description of the most popular types of configurations found in the literature, coupled with the educational ideas and emphases usually associated with the different types.

One of the earlier configurations used in illustrating bilingual education plans consisted of a matrix form, using horizontal/vertical columns in terms of time and curriculum, coupled with the notion of instructional delivery through a single-language medium (SLM) or a dual-language medium (DLM) (Mackey, 1969).

Three designs based on this type of configuration are illustrated in Figure 1. Model "a", Figure 1, represents a full-immersion approach, where students are placed in a curriculum with instruction given totally in the second language, i.e., English. Although this configuration is found in

articles on bilingual education curriculum plans, it does not truly reflect components associated with bilingualism or bilingual education.

Figure 1



Model a: SLM Full Immersion

Model b: DLM-A Abrupt Transitional

Model c: DLM-A Gradual Transitional

The unshaded areas denote instruction in the school or national language, and the shaded areas denote instruction in the student's native (first) language.

Model "b", also presented in Figure 1, is one of the original configurations conceived by William Mackey (1969). It depicts a dual-language (transitional) plan, where the first language of the student is used as a medium of instruction up to a particular point in time, i.e., grade 3. At this juncture, the matrix shows the native language of the student abruptly terminated, while instruction continues via the second language.

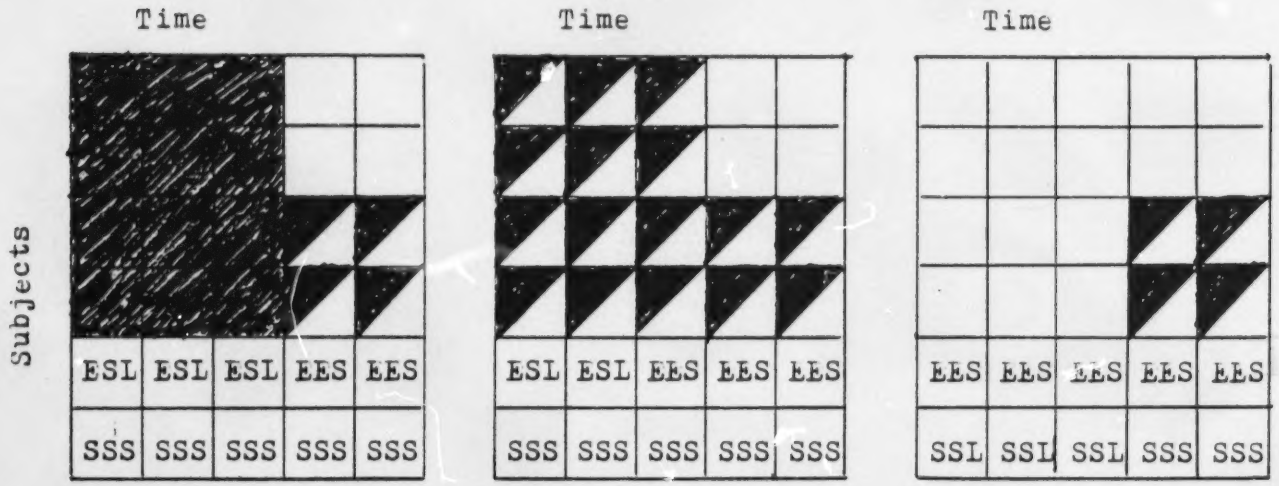
Model "c", Figure 1, represents another of William Mackey's earlier matrices (1969). It reflects another of a bilingual education transitional approach; however, in this plan, provisions are made to gradually phase out the students' first language as an instructional medium. Therefore, the design implies that, at some particular juncture, the children will receive instruction solely in the second language. Mackey (1969) labeled models "b" and "c" dual-language-medium (acculturation) types, because the plans suggest a process whereby the students are expected to discontinue their native language and adopt and use the second language through the remaining school years.

The matrices conceived by William Mackey (1969) present designs that bilingual educators can use as general references for different language/cultural groups. They offer a basis for other writers to conceptualize configurations with greater specificity relative to one or more particular language/cultural groups. For example, one of the earlier configurations conceived by this researcher (Valencia, 1972) is also based on a matrix design; however, the model offers additional and specific features relative to one of the language/cultural groups in the United States--the Spanish/English bilingual.

The bilingual education curriculum plans depicted in Figure 2 provide elements for accommodating at least three target groups: the monolingual Spanish speaker, the bilin-

gual (limited English-speaker), with varying degrees of Spanish language proficiency, and the monolingual English speaker (the student who is interested in gaining bilingual proficiency through bilingual education).

Figure 2: Three Models Extracted from Bilingual/Bicultural Education for the Spanish-English Bilingual (Valencia, 1972, p. 23)



Model "a": Maintenance Type for Spanish Monolinguals

Model "b": Maintenance Type for Limited English (Spanish/English Bilinguals)

Model "c": Maintenance Type for English Monolinguals Desiring Bilingual Proficiency

It is noted that these three models differ from those illustrated in Figure 1, because all depart from the notion of envisioning bilingual education in remedial-compensatory terms. These models also differ from the former plans by proposing a transition from one or two languages to a

*The shaded squares denote instruction in Spanish: the unshaded squares denote instruction in English; and the partially shaded squares denote dual-language instruction.

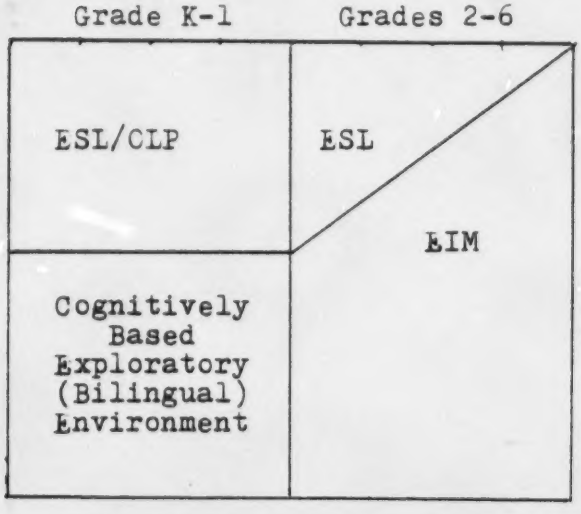
curriculum partially based in the national language, with continuous provisions for bilingual instruction. In essence, these designs represent a process toward bilingual maintenance. To afford this, the school system must, of course, plan in seeking, developing and rearranging human and material resources to continue the bilingual plan after federal funds are terminated.

A careful analysis of the matrix designs will reveal particular emphases and limitations. It is noted that the foregoing plans are principally based in utilizing at least two languages as instructional modes over a given period of time. The curriculum associated with these illustrations is also based on traditional subject-matter offerings. Although the matrix format offers a myriad of possibilities for illustrating the inclusion and/or termination of either language at any given time in the curriculum, it is difficult to use it in illustrating several curricular/instructional approaches in bilingual education.

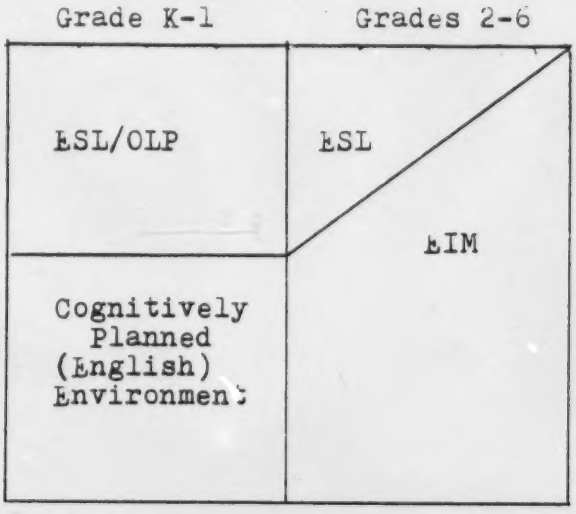
A more simplistic configuration was conceived by this writer (Valencia, 1981) that enables the curriculum designer to specify additional curriculum features related to the education of limited English proficiency students. This type of configuration, with at least three types of examples, is illustrated in Figure 3.

In reference to the designs illustrated in Figure 3, model "a" depicts a partial bilingual model in grades K-1,

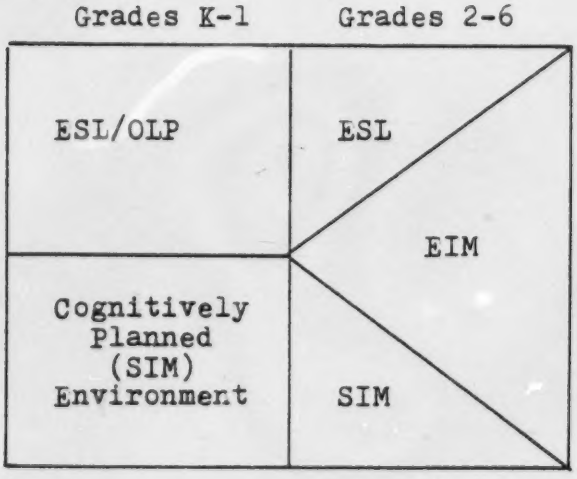
Figure 3: Four Bilingual Education Curriculum Plans Designed by A. A. Valencia (January 1981)



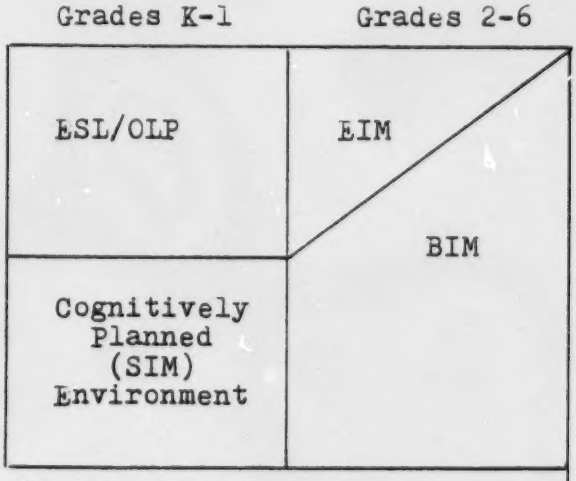
Model "a": Partial Bilingual Education (Transitional) Plan



Model "b": English Language Full-Immersion Plan with an ESL/OLP Component



Model "c": Bilingual Education (Transitional) Plan for Grades K-6



Model "d": Bilingual Education (Maintenance) Plan--Open Ended

ESL/OLP: English-as-a-second-language using an oral language Program
ESL (2-6): English-as-a-second-language features as needed
EIM: English as an instructional medium
SIM: Spanish as an instructional medium
BIM: Bilingual (mode) as an instructional medium

with an English full-immersion plan in grades 2-6. It is noted that in grades K-1, the children are provided with prescribed ESL/CLP (English-as-a-second language program), based on a particular oral language approach (SWCEL Oral Language Program, 1969).*

The other part of the K-1 curriculum is used for children to explore the environment, which consists of objects, materials, etc., that offer new learning experiences for them. In this setting, the teacher serves as a facilitating person--that is, he provides a ready and supportive/interactive environment for the children. In essence, this component of the curriculum is designed to allow children the freedom to explore and choose activities. While the plan is not designed to prescribe and directly impose instruction for children in terms of scheduled activities, the environment must be planned to offer objects, materials and other features that serve as meaningful stimuli for them. This component is unique in that the language used by the children is a variable. Thus, children are allowed to use their own communication system with the teacher and other children in the learning environment.

The 2-6 grade level component of the curriculum snows a provision for more advanced work in English-as-a-second

*For a description of the SWCEL 1969 Oral Language Program, see "Bilingual Education: A Perspective Model in Multicultural America," by Valencia, 1969.

language. This feature is designed to phase out when the children no longer need special assistance in second language development. It shows a diminishing scheme, because it is expected that the children will be showing continuous progress in English language development. Enventually, the children are expected to be completely involved in all of the English language art activities, with minimal provisions in ESL.

The EIM component in grades 2-6 simply means that children will be receiving all of the subject-matter, related activities, and materials through the medium of English. Model "a" is clearly a transitional plan. While it utilizes the first language of the children in grades K-1, it utilizes only the national language as a medium of instruction in the grades 2-6.

The 2-6 grade level curriculum component in model "b" is similar to that of model "a". The only difference between model "a" and "b" is the "cognitively planned" environment offered in the latter plan. In this plan, the children are provided with prescribed activities. These activities are planned and carried by the teacher in terms of a scope and sequence approach, based on a predetermined schedule. Thus, the plan is specifically designed to involve children in particular types of learning experiences. It is termed cognitive, because the learning activities are

designed for children to experience particular types of cognitive processes, i.e., labeling and classifying concepts relative to their age and cognitive levels.* Although model "b" provides a cognitive-oriented plan in grades K-1, it, nevertheless, represents a full-immersion approach--a single-language medium throughout the K-6 elementary school grades.

Model "c" and "d" represent two bilingual education curriculum plans. It is noted that both plans provide an ESL/CLP component similar to models "a" and "b". Likewise, both models include a cognitive-planned environment similar to the one described under model "b". However, it is important to note that the instructional medium in this component is based on the first language of the child, Spanish, rather than the second language.

Models "c" and "d" also differ from models "a" and "b" in reference to grades 2-6. Although the ESL component is also depicted as a phasing-out feature, both models provide for the utilization of the first and second language in the instructional program.

A careful examination of both models will show a transitional process in model "c", which phases out the first language of the child by the end of grades 6. In essence, the

*For more detailed ideas on the cognitive-planned environment, refer to the booklet, The Cognitively Oriented Curriculum, by David P. Weikart, et, al., 1971.

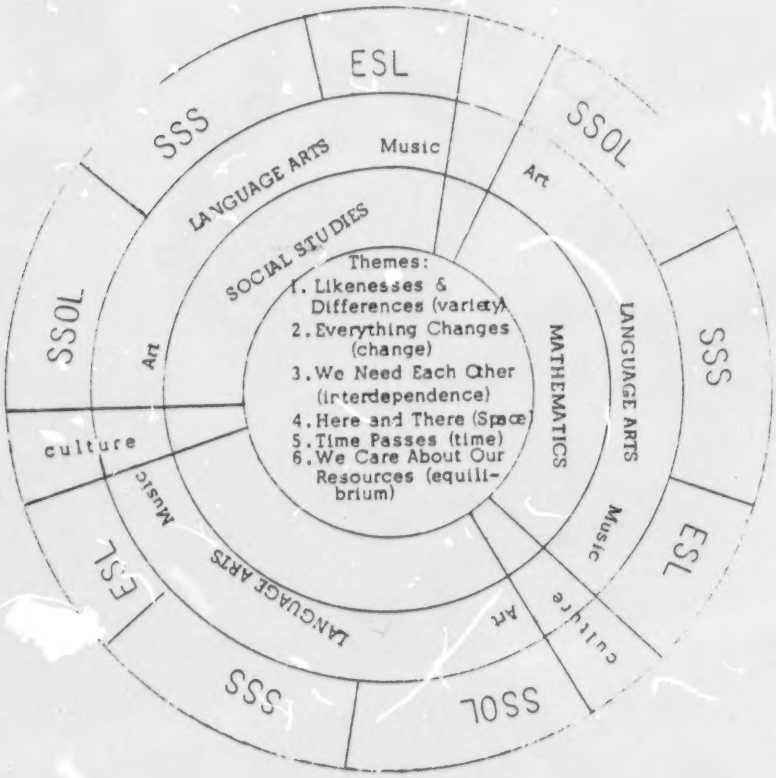
bilingual features in the curriculum are gradually phased out in favor of an English-language medium. In this plan, the school system does not need to appropriate or provide resources (human and material) to afford bilingual instruction to students beyond grade 6.

On the other hand, model "d" illustrates a process that provides for a continuous expansion of bilingual education in the school system. This model is open-ended; thus, bilingual instruction can continue beyond grade 6. For this reason, this model is referred to as a bilingual education maintenance plan. In order to afford this type of implementation, the school system must analyze needs to enlist and extend bilingual material and personnel beyond this grade level. It also means that the school system must make budgetary provisions to maintain bilingual materials and resources after federal funds have terminated; otherwise, the system may experience a r gressive effect in bilingual education after federal funds are discontinued.

In a paper titled, "The Elementary School Curriculum: A Gateway or Barrier," Dolores Gonzales (1974) presented two types of configurations that offer a more comprehensive perspective of a bilingual education program. One of the paradigms was presented in concentric form, and the other was illustrated in rectangular and circular dimensions. The two plans are noteworthy, because they are actual

representations of an operational bilingual education program.*

Figure 4



The model in Figure 4, using a concentric design, shows the inclusion of two languages, several curricular areas, and suggested instructional themes (Dolores Gonzales, 1974). Specifically, the plan proposes the integration of subject areas in the curriculum, coupled with meaningful and appropriate themes relative to the children's age level. Further,

*The two paradigms designed by Dr. Dolores Gonzales reflect illustrations of the bilingual education programs (grades K-3 and 4-6) in the Coronado Elementary School, Albuquerque, New Mexico.

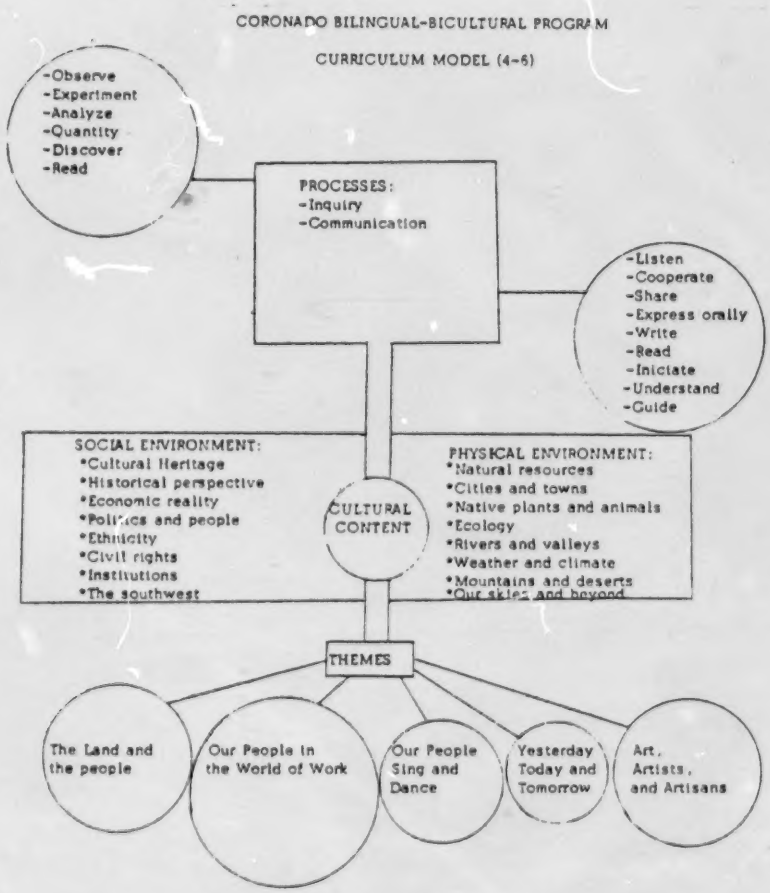
the model depicts languages as the media for expanding the conceptual base and communications system of the learner. Moreover, this plan proposes that the reinforcement of sentence structure in English as a second language (ESL), Spanish for speakers of other languages (SSOL), and Spanish for Spanish speakers (SSS) can be accomplished by utilizing the child's languages in the learning situation rather than through extraneous material (Dolores Gonzales, 1974).

In the curriculum model illustrated in Figure 5, Dolores Gonzales (1974) stressed the importance of integrating curricular content, cultural themes, cognitive processes and communication skills through a bilingual-bicultural learning environment. The model also shows the social environment accommodating the traditional areas of the school curriculum such as social studies, mathematics, art and music, reading and literature. It also proposes a physical environment for integrating concepts and ideas from the sciences: the earth, living things, the universe, energy, matter, weather, and ecology. Further, the plan offers a possibility of integrating mathematics in developing inquiry and communications skills. In this sense, the social and physical environments provide the ingredients for the teacher to incorporate themes and activities in facilitating the learning of practical subject-matter concepts and skills.

The plans illustrated in Figure 4 and 5 offer several ideas for teachers to use in applying both a humanistic and

cognitive approach in furthering the education of bilingual-bicultural students. The relationship of the social and physical environment, the cultural content, related themes, and languages references of the student provide the basis for a humanistic approach. And the application of cognitive processes enables the student to observe, question, define, classify, generalize, analyze, verify, and theorize in reference to new objects, organisms, and phenomena.

Figure 5



In the final analysis, the type of design selected or conceptualized by a composer will depend on his creativity. And the degree of complexity of the model will vary in respect to the number of components included in the design, as well as the degree of specificity and generalizability desired in the representation. The plans shown in Figure 4 and 5 are examples of more comprehensive and inclusive models found in the literature. These types have particular implication in designing and implementing practical curricular/instructional approaches in bilingual education.

Geometrical designs offer an excellent medium for curriculum developers and writers to use in illustrating the relationship and emphases of different curriculum and instructional components. Obviously, the underlying purpose in using such designs is to facilitate the transmitting and understanding of ideas. In this perspective, the designs presented in this paper are offered as prospective models for bilingual educators to consider in relating their ideas on bilingual education curriculum.

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